

## Post Title: Primary Cover Supervisor

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Together with our community, we achieve extraordinary things.

**Salary: Band 7 (11 – 17)**

**Working Pattern: 35 hours per week Term Time Only + 5 Days**

**Fixed Term Contract from 1<sup>st</sup> September 2025 to 31<sup>st</sup> August 2026**

**Line Manager: Deputy Head of Primary**

### **Prime Objectives of the Post:**

- To implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and could involve the management/preparation of resources.
- To supervise whole classes during the short term absence of teachers, the primary focus will be to maintain good order and to keep pupils on task, Cover supervisors will need to respond to questions and generally assist pupils to undertake set activities.
- To work as a Teaching Assistant

N.B Cover for short term absences may be provided by persons who are not qualified teachers. The term “cover supervision” occurs when there is no active teaching taking place. Pupils would continue their learning by carrying out pre-prepared exercises/tasks under this supervision.

### **Supervisory/Managerial Responsibilities**

- Staff may supervise whole classes during the short term absence of teachers.

### **Supervision & Guidance**

- To work under the guidance of teaching/senior staff and within an agreed system of supervision.

### **Range of Duties**

#### **1. Support for the Learners**

- 1.1 Supervise and provide particular support for learners, including those with special needs, ensuring their safety and access to learning activities.
- 1.2 Establish constructive relationships with learners and interact according to individual needs.
- 1.3 Promote the inclusion and acceptance of all learners.
- 1.4 Encourage learners to interact with others and engage in activities led by the teacher.
- 1.5 Set challenging and demanding expectations and promote self-esteem and independence.
- 1.6 Provide feedback to learners in relation to progress and achievement under guidance of the teacher.
- 1.7 Assist with the development and implementation of Provision Plans and Personal Care programmes.

#### **2. Support for the Teacher**

- 2.1 Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of learners' work.

- 2.2 Provide detailed and regular feedback to teachers on children's achievement, progress, problems etc.
- 2.3 Monitor learners' responses to learning activities and accurately record achievement/progress as directed.
- 2.4 Promote good learner behaviour, dealing promptly with conflict and incidents in line with established policy and encourage learners to take responsibility for their own behaviour
- 2.5 Establish constructive relationships with parents/carers.
- 2.6 Provide clerical/admin. support e.g. photocopying, typing, filing, money, coursework etc.
- 2.7 Use strategies, in liaison with the teacher, to support learners to achieve learning goals.
- 2.8 Assist with the planning of learning activities.

### **3. Support for the Curriculum**

- 2.9 Administer routine tests and invigilate exams and undertake routine marking of learners' work.
- 3.1 Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to learner responses.
- 3.2 Undertake programmes linked to local and national learning strategies recording achievement and progress and feeding back to the teacher.
- 3.3 Support the use of ICT in learning activities and develop learners' competence and independence in its use.
- 3.4 Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist learners in their use.

### **4. Support for the Academy**

- 4.1 Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- 4.2 Be aware of and support differences and ensure all learners have equal access to opportunities to learn and develop.
- 4.3 Contribute to the overall ethos/work/aims of the Academy.
- 4.4 Appreciate and support the role of other professionals.
- 4.5 Attend and participate in relevant meetings as required
- 4.6 Participate in training and other learning activities and performance development as required.
- 4.7 Assist with the supervision of learners out of lesson times.
- 4.8 Accompany teaching staff and learners on visits, trips and out of Academy activities as required and take responsibility for a group under the supervision of the teacher.

### **5. Responsibility for assets, materials, etc.**

- A responsibility to maintain the confidential nature of information relating to the Academy and its learners.
- The provision, use and storage of equipment and materials prepared by the potholder and used by the learners with whom the potholder is working.
- General responsibility for the care of all equipment and materials within the classroom/designated area.

### **6. General**

All Academy staff are expected to:

- Work towards and support the Academy's vision and the objectives
- Support and contribute to the Academy's responsibility for safeguarding students
- Work within the Academy's health and safety policy to ensure a safe working environment for staff, students and visitors

- Work within the Academy's Community Cohesion and Race Relations Policies to promote equality of opportunity for all students and staff, both current and prospective
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues
- Engage actively in the performance review process
- Adhere to Academy policies and procedures as set out in the staff handbook or other documentation available to all staff

This job description should be seen as enabling rather than restrictive and will be subject to regular review

### **Person Specification**

<b>Attributes</b>	<b>Essential</b>	<b>Desirable</b>	<b>How Identified</b>
Qualifications	<ul style="list-style-type: none"> <li>• GCSE Maths &amp; English Level C or above</li> <li>• Evidence of further education or training</li> </ul>	<ul style="list-style-type: none"> <li>• NVQ Level 3 or equivalent</li> <li>• Qualifications to work with young people</li> <li>• Completion of specific CPD</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Supervising groups or whole classes</li> <li>• Working with pupils with learning and/or mental health needs or student support capacity or other specific behaviours</li> <li>• Working independently and with others</li> <li>• Experience of working with children in a school or similar environment</li> <li>• Use of management information systems (SIMS etc) and associated ICT</li> </ul>	<ul style="list-style-type: none"> <li>• Working with external agencies involving children and young people</li> <li>• Training related to supporting pupils in basic skills</li> <li>• Experience of supporting children with phonics, English or Maths</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> <li>• Interview</li> </ul>
Specialist Knowledge	<ul style="list-style-type: none"> <li>• Purpose of lesson planning, how they are formulated, implemented and adapted</li> <li>• Knowledge of strategies for motivating young people and removing barriers to learning</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of the primary curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> <li>• Interview</li> </ul>

Practical/ Intellectual Skills	<ul style="list-style-type: none"> <li>• The ability to set standards and provide support for pupils and staff</li> <li>• The skills to manage classroom activities and the physical learning space</li> <li>• The ability to negotiate and communicate effectively with good oral and written communication skills, using good interpersonal skills</li> <li>• The ability to deal sensitively with people and resolve conflict</li> <li>• The ability to respond to complex situations</li> <li>• The ability to respond calmly to a variety of situations</li> <li>• The ability to work in isolation and 'think on your feet'</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate a clear understanding and competence in using ICT</li> <li>• Analyse, interpret, understand relevant data and present it in useful forms to students, staff and parents</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> <li>• Interview</li> </ul>
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June 2025